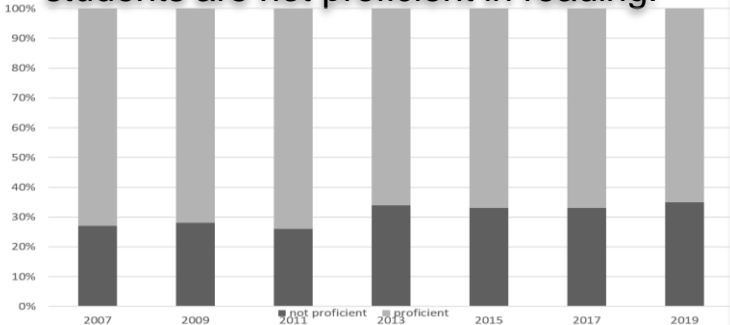


# Making Language Accessible to ALL Readers in Grades 4-6

## Background

According to NAEP assessments more than 60% of the nation's 4<sup>th</sup> grade students are not proficient in reading.



**Research Question:**  
How do we make language accessible to ALL readers in grades 4-6?

**Purpose:**  
Focus on reading instruction for students in grades 4-6 with a deficit in phonological awareness and expand teachers' knowledge about best practices

## Method: Review of significant literature

- ★ Characteristics of students with reading disabilities
  - often appear unmotivated
  - exhibit behavior issues
    - avoidance
    - Matthew Effect
- ★ Types of deficits that are often present
  - “Simple View of Reading”
    - decoding –comprehension
    - both
- ★ Types of interventions and/or instructional procedures used to remediate these deficit areas

## Discussion

### Best Practices for instruction/intervention:

- explicit and direct instruction
- scientifically based
- provide modeling and feedback
- provide accommodations until deficit areas are remediated

### Limitations

- limited research with older students
- universal screeners and progress monitoring assess older students for reading comprehension rather than foundational skills

Article	Intervention	Participants	Deficit area focus
Abbott & Berninger, 1999	Teaching word recognition	20 students in grades 4-7	Word reading skills
Lovett, et al, 2014	Empower™	25 students in grades 4-6	PA, decoding
Diliberto, et al, 2008	Syllable skills instruction	83 students in middle school grades	PA, syllables
Vadasy & Sanders, 2008	Quick Reads	119 students in Grades 4-5	Fluency **
Fisher & Frey, 2014	Close Reading	438 students in middle school grades	Word identification, vocabulary, comprehension
Pokorni, et al.	Fast ForWord, Earobics, & direct teacher instruction (a comparison)	62 students in grades 2-4	PA